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IDENTIFIERS \*DISTINGUISHED ACHIEVEMENT AWARDS

## ABSTRACT

THIS BOOKLET DESCRIBES THE PROGRAMS OF THE 1970 AWARD RECIPIENTS. DESCRIPTIONS ARE ARRANGED ACCORDING TO THE THREE AWARD CATEGORIES: (1) THE DISTINGUISHED ACHIEVEMENT AWARD TO MARSHALL UNIVERSITY (W. VA.) FOR ITS PARTICIPATION AND LEADERSHIP IN THE MULTI-INSTITUTIONAL STUDENT TEACHING CENTER IN COOPERATION WITH KANAWHA CCUNTY AND SIX SISTER INSTITUTIONS AS WELL AS WITH THE STATE DEPARTMENT OF EDUCATION, THE LAY COMMUNITY, AND PROFESSIONAL ORGANIZATIONS. (SEE ALSO ED 032 257.) (2) RECOGNITION FOR DISTINGUISHED ACHIEVEMENT TO BAKER UNIVERSITY (KANSAS) FOR ITS COOPERATIVE UREAN TEACHER EDUCATION PROGRAM, TO JACKSON STATE COLLEGE (MISS.) FOR ITS COOPERATIVE IN-SERVICE PROGRAM FOR ADMINISTRATORS AND TEACHERS AND LIBRARIANS, TO EASTERN WASHINGTON STATE COLLEGE (WASH.) FOR ITS PROGRAM, THE PREPARATION AND RETRAINING OF TEACHERS TO WORK WITH RURAL AND INDIAN YOUTHS IN SCHOOLS THROUGHOUT THE NORTHWEST, AND TO ARIZONA STATE UNIVERSITY FOR ITS PILOT PPROJECT IN SECONDARY TEACHER EDUCATION. (3) SPECIAL RECOGNITION TO INTER-AMERICAN UNIVERSITY (PUERTO RICO), TC LOCK HAVEN STATE COLLEGE (PA.), TO ST. CLOUD STATE COLLEGE (MINN.), TO THE UNIVERSITY OF NEW MEXICO, AND TO WISCONSIN STATE UNIVERSITY. INCLUDED ALSO ARE BRIEF DESCRIPTIONS OF EACH OF THE 97 OTHER ENTRIES IN THE 1970 AWARDS PROGRAM. (JS)

1970

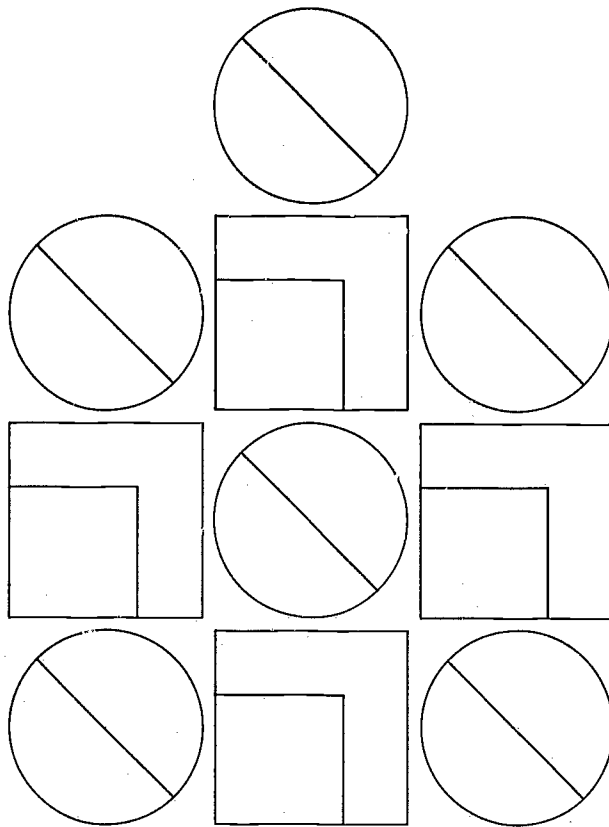
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Excellence  
in Teacher  
Education

Distinguished Achievement  
Awards of the American  
Association of Colleges for  
Teacher Education

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## Encouragement of Excellence

The encouragement of excellence in collegiate programs of teacher education has always been the central purpose of the American Association of Colleges for Teacher Education. Much of the AACTE program has been devoted to encouraging improvements in teacher education programs to the benefit of member colleges and universities and their students. However, experience has clearly shown that the progress which has marked a significant segment of American teacher education has not been widely shared either within the profession itself or with the public at large.

The Distinguished Achievement Awards for Excellence in Teacher Education were established as an annual event in 1965. The program was designed to encourage member colleges and universities to describe their successful programs and, in turn, to stimulate other institutions

to greater action. This booklet describes the programs of the 1970 Distinguished Achievement Awards recipients, as well as those programs selected by the judges as worthy of special recognition. Under the section of the brochure entitled *Programs of Participating Institutions* are brief descriptions of each entry in the 1970 awards program, listed alphabetically.

The American Association of Colleges for Teacher Education hopes that the colleges and universities receiving the Distinguished Achievement Awards, as well as others who participated in this national effort, will encourage further improvements in colleges and universities, and that this program will serve to reassure the American people regarding the quality of preparation being provided prospective teachers.

The reports of the award recipients and the other en-

tries provide concrete evidence of the vigor and vitality of the large segment of American higher education comprising the membership of this Association. This year the Association is helping to celebrate the fiftieth anniversary of the Association for Student Teaching, and therefore many of the entries reported here concentrate on field experiences, student teaching, or internships. However, the variety of teacher education programs represented is consistent with AACTE's long-standing conviction that the strength of American teacher education is reinforced by its diversity of offerings.

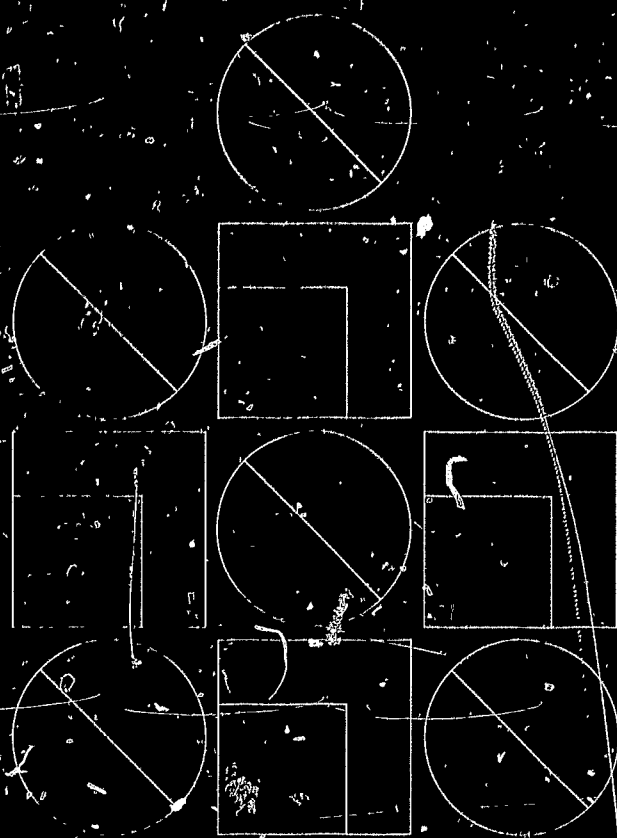
The American Association of Colleges for Teacher Education is deeply indebted to each participating college and university and to its faculty, staff, and students for making this Distinguished Achievement Awards program possible.

Panel  
of  
Judges

The panel of judges for the 1970 Distinguished Achievement Awards include Sister Fidelma Spiering, AACTE institutional representative, and chairman, Department of Teacher Education at Marylhurst College; and F. Clark Elkins, chairman, AACTE Committee on Public Relations and Publications, and coordinator of Arkansas State University's University College. Standing, left to right, are Clayton C. Timbrell, director of the Office of General Services at the United Nations; James F. Collins, from the University of Maryland, this year's professor-at-large; and William A. Hunter, member of the Executive Committee of the AACTE, and dean of Tuskegee Institute's School of Education.



The  
Distinguished  
Achievement  
Award



**Marshall University  
Huntington  
West Virginia**

President  
Roland H. Nelson, Jr.  
Dean, Teachers College  
Robert B. Hayes  
Director of Special Programs  
Paul D. Hines  
in concurrence with  
Kathryn Maddox, Coordinator,  
Multi-Institutional  
Student Teaching Center

The Distinguished Achievement Award for Excellence in Teacher Education for 1970 is presented to Marshall University for its participation and leadership in the *Multi-Institutional Student Teaching Center*.

The university participates in the Center by working with Kanawha County and six sister institutions, as well as with the state department of education, the lay community, and professional organizations. Objectives of the program are focused on improving laboratory experiences for student teachers, upgrading the quality and selection of supervising teachers, and encouraging all participating agencies to re-evaluate their roles in teacher education. Unique opportunities for Center student teachers include: (a) pre-student teaching orientation week, (b) joint seminars with other colleges, (c) interschool and intraschool observation of outstanding teachers, (d) assistance from the county's sixty specialists and coordinators, (e) curriculum planning and teaching within a team structure, and (f) an overnight retreat planned by student teachers to analyze and evaluate their student teaching experience.

Through the Center, the college is involved in a variety of microteaching labs and interaction analysis and simulation techniques. These innovative practices are shared with supervising teachers through cooperative in-service and graduate programs. Significantly, public school personnel have accepted full partnership in teacher education through the creation of a "staff teacher" position. This represents a new approach in differentiated staffing. The staff teacher role includes teaching demonstration lessons for analysis; conducting the building of seminars for student teachers, new teachers, and supervising teachers; and serving as liaison between the public schools and the colleges. It is expected that the influence of the special training of the staff teacher will increase as he makes contacts with the regular staff.

Marshall University submitted this program on behalf of Concord College, Morris Harvey College, West Virginia Institute of Technology, West Virginia State College, and West Virginia University; and Hampton Institute, Virginia.

For  
Distinguished  
Achievement

**Baker University**  
**Baldwin City, Kansas**  
**President**  
**James E. Doty**

in concurrence with  
Grant Clothier  
Project Director  
Mid-Continent  
Regional Educational  
Laboratory

Recognition is given to Baker University for its *Cooperative Urban Teacher Education Program*. This program is designed to attack three major educational problems: (1) the preparation of effective teachers for inner-city schools, (2) the development of college-community-school relationships in the preparation of teachers, and (3) the development of cooperative arrangements to provide the specialized training which financially limited individual institutions are unable to offer. Baker University, twelve other institutions of higher education, two public school systems, and the Mid-Continent Regional Education Laboratory cooperated in developing the original field semester model. Today, forty institutions and four public and two parochial school systems in Missouri, Kansas, and Oklahoma are actively involved. Financial support is provided by participating institutions, private foundations, and government agencies. The program seeks to prepare inner-city teachers who will: (1) understand both their own and their pupils' attitudes, insecurities, anxieties, and prejudices, (2) understand both their own and their pupils' environments and culture, and (3) be knowledgeable about and competent in reflective teaching methods for inner-city learners. To accomplish these objectives, students spend a "reality" semester in the inner city under the guidance of a sociologist, a psychiatrist or clinical psychologist, and teacher educators. Students are deeply involved in a study of inner-city life. Evaluation data indicates graduates of this program tend to be more interested, more pupil-oriented, more objective, and more experimental. A majority of graduates accept teaching positions in inner-city schools.



**Jackson State College**  
**Jackson, Mississippi**  
**President**  
**John A. Peoples**

in concurrence with  
Mayne P. Higgins  
Principal Director

Recognition is given to Jackson State College for its *Cooperative In-Service Program for Administrators, Teachers, and Librarians*. In this program an institute was sponsored jointly by a local county school district and Jackson State College. This joint effort further extended a history of close cooperation between these two educational agencies. The first phase of the three-pronged institute was held during the spring term (April-June 1969). A bridge program in target schools of disadvantaged children, it was part of the followup activities for the 1968 institute. Evaluations included: (1) appraisals of the ongoing total program by the staff, with the assistance of Jackson State College professors and visiting consultants, and (2) appraisals of school programs, as measured by the criteria of the Southern Association of Colleges and Schools. Phase II of the program was concerned with in-service growth in reading. Master teachers worked with regular classroom teachers on a daily basis. Activities were videotaped for evaluation and planning. The third phase of the institute was designated to train teacher librarians for target schools within the county. Consultant services and field trips were among the distinctive features of the institute. The budget for the program came from funds from ESEA, Title I and Title XI of the Higher Education Act. The institute pointed out that, to effect changes in instruction, there is a real need for both preservice and in-service teachers to have a variety of direct experiences with children. The college gained a greater appreciation of the use of modern technology and protocol materials in providing laboratory experiences for the training of school personnel, and of greater involvement in community programs.

**Eastern Washington  
State College  
Cheney, Washington  
President  
Emerson Shuck**

in concurrence with  
Roland B. Lewis  
Director, Division of  
Education and Psychology

Recognition is given to Eastern Washington State College for its program, *Improvement of the Education Program through the Preparation and Retraining of Teachers to Work with Rural and Indian Youths in Schools throughout the Northwest*. This effort consists of sixteen distinct programs designed to prepare and retrain educators to work more effectively with rural, Indian, and Eskimo students throughout the Pacific Northwest. The specific objectives were to provide field (laboratory) experiences for prospective beginning teachers in rural settings, on Indian reservations, and in Eskimo villages, to help them work more effectively with students coming from different economic, cultural, and ethnic backgrounds; to retrain teachers, presently employed, to work more effectively in the schools in rural areas, Indian reservations, and Eskimo villages; to prepare teacher aides from indigenous populations in rural areas to work effectively with rural schools; and, finally, to provide an effective coordination of related activities which exist between the schools and the various social, welfare, and government agencies within the rural communities. These objectives were met by providing course work, institutes, workshops, and laboratory and intern experiences for both experienced teachers and students in preparatory teacher education programs. The major thrust of the program was field-centered, concentrating on course work and laboratory experiences which focused on the rural setting and dealt specifically with "on the job" preparation. These conditions established an operational framework for the combined efforts of the program.

**Arizona State University**  
**Tempe, Arizona**  
**Acting President**  
**H. K. Newburn**

in concurrence with  
Del D. Weber  
Acting Dean  
College of Education

In order to meet changing teacher education needs, the secondary education department of Arizona State University has undertaken a pilot project in secondary teacher education designed to provide data to improve the professional education experiences of those enrolled in teacher education. For the past two years, members of the secondary education faculty have been developing a statement of departmental objectives and suggested procedures for meeting these objectives. The pilot project is based on these objectives and has been designed to determine the best procedures to follow to enable students to achieve the goals. Students have been divided into Groups A, B, and C, at random. Group A begins the professional education sequence with an on-site program consisting of participation and observation in selected schools; seminars are held on-site and at the university. This program is somewhat flexible depending upon the school, the cooperating teacher, and the student; however, all students participate in a full variety of school activities. Group B students begin the professional sequence in a laboratory-oriented course to analyze teaching and develop certain skills. The class uses videotapes of actual situations, library research, case studies, microteaching, and other appropriate activities. In the second semester, Group A continues on-site and Group B begins its on-site experience. In the third and final semester, both groups begin "teaching," ranging from closely supervised student teaching to nearly independent student internships. Group C participates in the experiences of both groups. The group starts with on-site experiences and seminars similar to Group A. They return for a second on-campus semester as student teachers or interns.

**Inter American University  
of Puerto Rico  
Hato Rey, Puerto Rico  
President  
R. B. Hoxeng**

A new approach to the teacher education program at Inter American University of Puerto Rico is identified for Special Recognition by the American Association of Colleges for Teacher Education. The major feature of this program is its approach to team teaching. Two university students and the classroom teacher constitute the team of teachers. From the very first moment the university student arrives at the school, he is a member of the educational team. They team teach in sociology, Spanish, and ancient history during a regular class period. Experiences are jointly planned by the team. While one person is responsible for presentation, the other members of the team remain in the room observing the pupil's performance, expressions, and attitudes and maintaining a careful study record on each pupil so that future teaching-learning situations can be directed to pupil needs. All students involved in the program take an education seminar concurrently with the student teaching experience. Through the experience, the team of teachers learns to diagnose a student's needs, interests, and abilities; to observe a pupil's performance, attitudes, beliefs, and behavior; and to develop the curriculum experiences each pupil needs.

**Lock Haven  
State College  
Lock Haven,  
Pennsylvania  
President  
Richard T. Parsons**

*The Education of Teachers by Unified Developmental Experiences* program at Lock Haven State College is identified for Special Recognition by the American Association of Colleges for Teacher Education. This program in secondary education has evolved from separate lecture-discussion courses to one, fully integrated laboratory-oriented experience in which conventional differentiation of courses and semester hours has been virtually eliminated. Under ETUDE, teams of specialists in the method and curriculum of the particular academic subject, in educational psychology, in media, in foundations, and in field supervision of that subject introduce the preteacher to the actual teaching-learning situation during the first (and only) professional course. There is a minimum of conventional in-class instruction, and a maximum of such laboratory experiences as observation and microteaching on campus and in the schools, remedial tutoring of disadvantaged youngsters, and enrichment activities. For purposes of analysis and improvement, closed circuit television and audio and videotape recorders are used so that students and their instructors may examine learning situations in which the student or his classmates participated.



**St. Cloud State College  
St. Cloud, Minnesota  
President  
Robert H. Wick**

St. Cloud State College and the *Central Minnesota Teacher Education Council* are identified for Special Recognition by the American Association of Colleges for Teacher Education. The CMTEC was begun in 1966 to promote the improvement of teacher education with emphasis upon student teaching, internships, and research. It is a non-profit, tax-exempt corporation approved by the State College Board. Active membership is open to St. Cloud State College and to any school district having a contract with the college for student teacher placement. With the college, thirty-five school districts have pooled resources and ideas and vastly expanded two-way communications. Students develop teaching skills under close supervision and live the role of a teacher on a full-time basis. With built-in financial support, the Council develops and implements new and innovative programs and conducts seminars and conferences. As a joint venture with all concerned participating in the decision making, the school districts not only approve the program; they help build it.

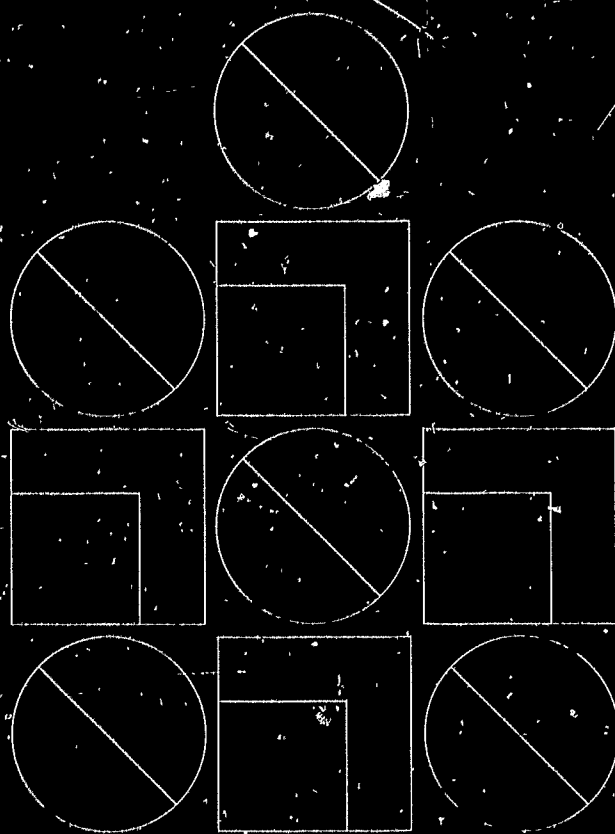
**The University of  
New Mexico  
Albuquerque, New Mexico  
President  
Ferrel Heady**

The *APSCOE Project*, a cooperative effort between the Albuquerque public schools and the College of Education, is identified for Special Recognition by the American Association of Colleges for Teacher Education. Its central mission is to improve teacher training by involving outstanding trainers, as deeply and realistically as possible, in curriculum construction and in the study and use of effective instructional strategies. Interns are assigned to grade-level teams. These teams consist of three or four interns and two cooperating teachers. The first semester is preparatory and the program of studies includes a seven-credit "block" which concentrates upon human growth and development, methods of teaching, and curriculum construction. During this initial semester, teams work together in planning the following semester's instruction. This semester is then fulltime for interns. All of the students who are enrolled in this special training program receive a student teaching scholarship.

**Wisconsin State  
University  
Stevens Point, Wisconsin  
President  
Lee Sherman Dreyfus**

*A Center for the Study of Teaching* whose central focus is on the individual teacher candidate has been identified for Special Recognition by the American Association of Colleges for Teacher Education. The Center program is designed to facilitate self-examination and development throughout all phases of the professional semester. To this end, the counseling process is the core of the Center program. The Center is located in a public school, where teacher candidates come for course work, weekly seminars, conferences, and counseling. Student teachers are assigned to participating schools for observation and participatory and teaching activities. Instruction is in the team teaching format. Participating teachers rate the Center program more effective than other preparation programs they have experienced and student teacher evaluations of the program support those of the cooperating teachers.

Programs of  
Participating  
Institutions



The following pages include summaries of programs entered by AACTE member institutions in the 1970 Distinguished Achievement Awards program. They are offered in the hope that they will promote further dialogue between teacher education institutions for the purpose of improving the preparation of teachers.



Alabama Agricultural and  
Mechanical University  
Normal, Alabama

President  
R. D. Morrison

Alabama State University  
Montgomery, Alabama

President  
Levi Watkins

American International  
College  
Springfield,  
Massachusetts

President  
Henry J. Courniotes

Funded by the Southern Education Foundation, this *Teacher-Aide Workshop* was conducted during the summer of 1969. Workshop participants were selected from college students who planned to enter teaching as a profession and from citizens of the community who desired to be part of the teaching-learning process. The participants were divided into teams consisting of a regular teacher, a college student, and an aide. The substantive content of the workshop dealt with human growth and development; understanding the problems, needs, and potentials of the disadvantaged child; learning principles; the school as a social institution; and group dynamics. This experience enabled the teacher aide to enter a new field more adequately trained to function as a member of a teaching team. The student became more familiar with the school setting and gained a more realistic view of teaching prior to student teaching.

This teacher education program is focused on: (1) helping students in methods courses to identify teaching competencies and assess the degree of competency demonstrated in a teacher's classroom performance, (2) presenting an interdisciplinary approach to laboratory experiences, and (3) improving the student teaching program. Observation systems, videotape analysis of classroom teaching, microteaching, and performance guides are used to accomplish the first purpose. The second objective is met through a specific schedule of cross-field experiences so that every student has contact with and experience in fields beyond his own subject area. This involvement extends from the sophomore to the senior level. Purpose three is achieved by making extensive use of videotape for study, evaluation, and self analysis.

A *Learning Center* has been established to explore the medical, educational, and psychological dimensions of learning disabilities among the perceptually handicapped. The Center conducts multidisciplinary activities in the following four areas: (1) research—to examine current knowledge, programs, techniques, and materials for the purpose of developing reliable and usable prescriptive programs and materials; (2) service—to provide diagnostic and prescriptive programs to parents, school systems, and other community agencies; (3) training—to provide training from a multidisciplinary approach and to expand the program supported by the state department of education; and (4) materials and methods—to provide tested methods and to develop reliable materials for use with children with perceptual learning disabilities.

Ashland College  
Ashland, Ohio

President  
Glenn L. Clayton

Ball State University  
Muncie, Indiana

President  
John J. Pruis

Bowling Green  
State University  
Bowling Green, Ohio

President  
W. T. Jerome III

*This Cooperative Assistance Program for the Improvement of Teacher Education (CAPITE)* is a two-semester training program for juniors majoring in elementary education. Students (CAP-Teachers) work as teachers' assistants in the public schools each morning, from September to April, and attend methods classes on campus during the afternoons of the same period. The CAP-Teachers are involved all day in the schools during April and May while earning credit for student teaching. The program provides an opportunity for college professors and student teaching supervisors to improve the in-service training of cooperative teachers while utilizing the classrooms as laboratory settings. CAP-Teachers gain practical experience at each grade level, choose the grade level and cooperating teacher for their student teaching assignment, and become thoroughly aware of the procedures of an elementary school.

To supplement and improve the typical participation experience for pre-student teachers in secondary education, a *Cell of Experience Program* has been introduced. A Cell consists of approximately twenty undergraduate majors in secondary education, a university coordinator, five laboratory school teachers, and teachers from other cooperating schools. The structure is perception-oriented and organized to move participants sequentially through a series of systematic experiences in which they attempt to analyze their perceptions of teachers, students, peers, and, eventually, themselves as prospective teachers. Following an intensive orientation the Cell is broken down into smaller classroom groups of students. This is followed by discussion and analysis. The sequence is continued through several cycles oriented to different objectives throughout the quarter.

*This Methods Experience Project*, an experimental program, was designed to give junior students majoring in elementary education an opportunity to be vitally involved in rural ghetto school classrooms for three days each week, observing the theory-to-practice relationship and implementing and testing the theories and methods taught in on-campus classes the two remaining days. As an experience in team teaching, a team of three university students was assigned to work with each elementary teacher in each classroom. The university faculty team had the opportunity for an in-depth insight into problems of elementary education through on-the-job supervision, cooperative planning with classroom teachers and university students, and some demonstration teaching. The setting was one of mutual assistance and cooperation between university faculty and students in a project of mutual significance.

Brigham Young University  
Provo, Utah

President  
Ernest L. Wilkinson

California State College  
California, Pennsylvania

President  
George H. Roadman

California State College  
at Los Angeles  
Los Angeles, California

President  
John Greenlee

To facilitate the doctoral candidate's growth according to his individual needs and objectives, the university's graduate department has reorganized the graduate program. Following admission, the candidate enrolls in a seminar in which he interacts with the faculty and other candidates. As a result of this experience, a decision is made as to the extent of commitment the candidate will receive. If the commitment is total, the candidate is guided in the selection of his committee and, with them, he is free to create a program which meets his individual needs. He may elect to work in an intern program on the state, county, or local level. Research and dissertation are designed to be outgrowths of the individualized program. The final oral examination is more than a means of evaluation; it is a presentation, as well as a defense of research and conclusions, and functions as a medium of dissemination.

This special program in mental retardation outlines major preparatory sequences in elementary and secondary special education. During the junior year, the general education and mental retardation core studies are pursued. Separate tracks are provided for the elementary major and the secondary major. Both majors engage in a special prepracticum involving observation, microteaching, and group teaching experience with mentally retarded pupils. The culmination of the program is the student teaching practicum. Both majors receive two eight-week assignments at different grade levels. Students acquire a more intensified training experience in relation to the age level of retarded children they prefer to teach than is possible in typical one-track teacher training programs in special education.

This program, funded under the Education Professions Development Act, prepares forty-six Mexican-American students to be teachers in the schools serving their minority. The program participants were recruited from a pool of applicants whose grades made them scholastically ineligible at a four-year college and whose families are living at or below the poverty index. The five-part program includes: (1) academic work at the college; (2) work as entry-level aides in selected schools; (3) course work in education, focused on basic psychology, curriculum, tutoring, and small group work in conjunction with work as student teachers; (4) a developmental seminar relating theory to practice; and (5) a tutorial program where qualified upper division graduate students assist participants with their academic programs.



Carson-Newman College  
Jefferson City, Tennessee

President  
John A. Fincher

Central Missouri  
State College  
Warrensburg, Missouri

President  
Warren C. Lovinger

Central Washington  
State College  
Ellensburg, Washington

President  
J. E. Brooks

To provide students with an in-depth exposure to the problems, as well as challenges, of specific teaching situations prior to their student teaching, the college has introduced the course of study entitled *Applied Education*. The course offers two basic features. One, students are exposed to critical thinking about innovative educational theories and methods and the general problems confronted in specific teaching situations. Secondly, students gain practicum experience in the classroom as teacher aides. The semester is divided into two segments. During the first nine weeks, students study and report on twelve "critical teaching problems." These reports are based on outside study and may incorporate the use of a variety of media as well as resource people. During the seven-week laboratory experience, students spend three hours per week in local schools where they are involved with real teaching problems.

This driver education program to prepare teachers and drivers is innovative in that it is designed to demonstrate the optimum and most efficient learning conditions. Student teachers receive instruction and also practice teach, using the very best instructional equipment and facilities in an integrated seven-phase program. A *Safety Center* has been established which (1) offers undergraduate, graduate, and specialist programs in driver and safety education; (2) offers the largest course program in this area in the nation; (3) has the only multi-vehicle off-street driving range of its type in the country; (4) has the only integrated seven-phase driver education program of its type in the nation; (5) has shown significant undergraduate and graduate enrollment growth; (6) has contributed both statewide and nationally to research in this area; and (7) publishes a newsletter for teachers on safety and driver education.

The *Center for the Study of Migrant and Indian Education* has been established to provide: (1) teacher training, preservice and inservice, (2) instructional and materials services, (3) family services, (4) research and development, and (5) evaluation and dissemination. The professional education staff includes a supervisor for student teachers, a registered nurse, an instructor for teacher aides, and two specialists for the production of instructional materials. Student teachers selected to participate in the project live in the area. Living within the environmental bounds of the migrant and Indian child provides student teachers with the sociological and psychological background so necessary in establishing the best learning techniques for their pupils. In addition, the involvement of lay groups, institutions, departments, agencies, and individuals is a vital ingredient to the success of this project.

Chicago State College  
Chicago, Illinois

President  
Milton Byrd

The Church College  
of Hawaii  
Laie, Hawaii

President  
Owen J. Cook

The City University of  
New York: City College  
New York, New York

Acting President  
J. C. Copeland

*Project Unity* is a program of tutorial service which was initiated in conjunction with the public schools of Chicago. Presently, 170 of the college's teacher education students are serving as tutors in eleven elementary and secondary schools. This project is designed to (1) unite the college with the community by providing a service which promises to strengthen instructional programs within the public schools, (2) provide the student with a better understanding of the teacher's role while he is participating in a meaningful learning activity, and (3) unite the theoretical and practical aspects of the student's professional training through a series of first-hand public school experiences prior to actual student teaching.

This four-year teacher education program utilizes the planned learning experiences of an academic, professional, and social nature, as well as personal contact and communication between staff and students. Freshman experiences center around a series of individual conferences with members of the education department. These conferences are formalized. Students fulfill a number of course requirements during the first two years and are subsequently encouraged to enter the tutoring program for the public schools. The junior year program concentrates on developing the skills and competencies needed during the student teaching year. All courses required of teacher trainees are team-taught by two or more of the staff. Evaluation is a continuous function.

In this program teacher preparation is viewed as a series of experiences, accompanied by appropriate academic and educational studies to reinforce what is learned in the field. In the first year, the emphasis is on the psychological study of the child in the school setting, organizational structure of the school system, and roles and functions of the various school personnel. During the second year, stress is placed on the child's community, the local board, the church, community-action groups, social service agencies, and other groups which shape the child's background and development. In the third year, the program emphasizes the teaching-learning process. Stress is placed on the techniques of dealing with the problems of children. During the fourth year, the student serves as an assistant to the public school teacher. It is anticipated that the new teacher will gain greater insight, sensitivity, and confidence from this approach.



Clarion State College  
Clarion, Pennsylvania

Acting President  
Dana S. Still

College of Mount  
St. Joseph on the Ohio  
Mount St. Joseph, Ohio

President  
Sister Adele Clifford

The College of Saint Rose  
Albany, New York

President  
Sister Margaret M.  
Keeshan, C.S.J.

This teacher education program in special education demonstrates that recent theoretical developments in education can be incorporated into the student teaching program and that the utilization of television can become standard for training and evaluation. Characteristics of the program include: (1) experiences oriented to the individual learner, (2) the development of skills intended to implement the identification of specific learner variables, (3) an orientation of the preservice teacher to group planning through the medium of a team approach, (4) the development of teaching competencies through simulation, complemented by field experiences, (5) the development of desirable teacher behaviors, reinforced through video-monitoring, then analyzed and critiqued by self, peers, cooperating teacher, and college supervisor, and (6) teaching based upon prescriptions derived from the team analysis.

This four-year study was inaugurated in an effort to answer a number of questions. What are the general attitudes of entering freshmen? In what direction do these attitudes change? What are the attitudes of students toward the end of their second year of college? How do these change during the junior year? Do professional courses affect the students' attitudes toward teaching? Are these attitudes different *after* student teaching from before? The Omnibus Personality Inventory was administered to all entering freshmen in 1968. It will be administered to sophomores selecting secondary education in January 1970; again in the junior year, toward the end of the professional courses; and in the senior year, at the close of the student-teaching experience. Each inventory result is discussed with the student. In time it is anticipated this program will provide the faculty information that will contribute to the improvement of the secondary teacher preparation curriculum.

This tutorial approach to teacher training is designed to assist the student in attuning himself to the growth and development of pupils. For elementary majors, this venture begins in the sophomore year; for secondary majors, in the junior year. The students assume increasing responsibility for establishing objectives of the tutorial sessions, determining the amount of time spent in class, and initiating their own assignments. They are immersed in real and simulated experiences in urban and suburban areas in both public and private schools. Faculty members listen, lecture, demonstrate, suggest, question, and guide students in an effort to help them learn. All tutoring is jointly supervised by public and private school teachers and college faculty. These schoolteachers work with faculty and students to establish criteria for tutoring seniors.

College of Saint Teresa  
Winona, Minnesota

President  
Sister M. J. Rowland, O.S.F.

Coppin State College  
Baltimore, Maryland

President  
Parlett L. Moore

Dakota State College  
Madison, South Dakota

President  
Harry P. Bowes

To meet the varying abilities, backgrounds, and fields of interest of the students enrolled in educational psychology, an independent study approach has been instituted. The approach is by way of unit contracts. Each contract includes: (1) behaviorally stated objectives, (2) learning experiences which are designed to help the students achieve the objectives, (3) statements indicating how the learning will be evaluated, and (4) source materials available on the unit topic. A unit, Method and Scope of Educational Psychology, is presented during the first week and serves as an orientation for the rest of the unit contracts. Weekly half-hour individual conferences may serve for discussion or evaluation. Evaluation is based on the degree of success the student has achieved in meeting the objectives of each unit contract.

The *Learning Research Center* was established by the Board of Trustees of the State Colleges of Maryland. Its actual focus was on research involving a wide range of educational problems in early childhood education, special education, and the education of the disadvantaged. The Center was also developed to investigate optimum conditions of learning in other areas, such as adult education, secondary education, and academic achievement at the college level. Five different experiments have been initiated during the current year and data are being collected for analysis. All those who are enrolled have remained active participants in the experimental groups. From data collected thus far, all enrollees have shown achievement gains.

A reading clinic has been established to: (1) provide an opportunity for self-improvement or development of individual competency in the area of general reading skills, and (2) give each student the opportunity to explore the nature of developmental reading programs in general. It gives the student the unique advantage of examining programs at his own level of professional preparation. The clinic is offered on both a credit and noncredit basis. The program is concentrated in a half semester and is open to all students regardless of class status. Time required for each student amounts to three hours per week. Evaluation indicates that students develop more efficient reading skills and a better understanding of the significance of reading at all educational levels.

District of Columbia  
Teachers College  
Washington, D. C.

President  
Paul P. Cooke

Drake University  
Des Moines, Iowa

President  
Paul F. Sharp

East Carolina University  
Greenville, North Carolina

President  
Leo W. Jenkins

For white and Negro students to gain intercultural and interracial understanding and knowledge of education and teaching, an exchange program of senior-year student teachers has been established between the District of Columbia Teachers College and the State University College at Brockport, New York. Washington students coming from an "inner-city college" are exposed to a living and learning experience in middle class white suburban schools. The New York State students are assigned to Washington, D. C.'s city schools. In these they face a large proportion of, if not entirely, black elementary and junior high school children. Both groups found the experience to be a successful one.

*A Student Teacher Instructional Materials Center* has been established to provide a variety of educational media for students to use during their student teaching experiences. The Center contains approximately \$25,000 worth of the most up-to-date materials and equipment available. During the time they are student teaching, all elementary teaching majors are enrolled in the course, Educational Media in Classroom Instruction. This program offers them an opportunity to put into immediate practice knowledge gained in the course and to experiment with a variety of materials and techniques under the supervision of their faculty supervisors and their cooperating teachers. Graduates can comprehend the important role educational media will play in future education.

This program of training teachers of the mentally retarded is characterized by strong academic preparation, combined with sound instruction in professional education. Practical experience with children is used to underscore the classroom rationale and methodology. Field trips, observation, directed observation, tutoring, and student teaching form the nucleus of the practicum experiences. In addition, through cooperative agreements, students are able to observe, demonstrate, and evaluate instructional materials. Professional preparation ends with a quarter of student teaching, during which no course work or other demands are made on the student's attention. Assignments for student teaching are made with consideration of each student's personal preferences, abilities, and needs.

East Central State College  
Ada, Oklahoma

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Stanley P. Wagner

Eastern Illinois University  
Charleston, Illinois

President  
Quincy V. Doudna

Eastern New Mexico  
University  
Portales, New Mexico

President  
Charles W. Meister

*The Relevant Education, Aide, and Learning Program (REAL)* is a three-phase program, starting at the sophomore level and ending prior to student teaching in the senior year. In Phase I, all elementary majors requesting admission to teacher education are required to assist as a teacher aide in an elementary classroom and have experience with children within the context of "Psychology of Childhood." Phase II is organized for the observation of teaching methods and children. Phase III, the final phase of laboratory experiences, emphasizes the analysis and study of the intellectual development of children. Observations continue and children are interviewed during a four-week period prior to several sessions of microteaching. After nine weeks of classes in the professional semester, students begin eight weeks of student teaching.

Since 1964, some of the unique features of this pioneer program in the preparation of teachers for the junior high school have been an emphasis on subject-field specialization, carefully designed education courses beginning in the freshman year, and first-hand experiences with early adolescent children. Subject-field specialization may include a major subject-field of 48 quarter hours and a minor field of 36 quarter hours, or three minor subject-fields. A complete professional program of courses designed specifically for the junior high school major offers continual contact through the observation and teaching of junior high school students and helps to keep the program relevant.

This program features a two-part professional semester. Part One is an eight-week professional core and Part Two is an eight-week assignment in the public schools. The professional block is team-taught by four faculty members and two specialists. After large group presentations, students break up into individual, subject-matter seminars to prepare segments of teaching assignments. Considerable use is made of the Learning Resource Center and Educational Media Workroom. Students use a microteaching format to present and evaluate their teaching. Additional tapes are made of presentations by both student and master teachers. Throughout the student teaching experience, weekly seminars are held by members of the teaching team to discuss any problems or difficulties.



East Stroudsburg  
State College  
East Stroudsburg,  
Pennsylvania

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Frank D. Sills

Edinboro State College  
Edinboro, Pennsylvania

President  
Chester M. McNerney

Elizabeth City  
State University  
Elizabeth City,  
North Carolina

President  
Marion D. Thorpe

This project has been designed to prepare both pre-service and in-service teachers to use the system of Individually Prescribed Instruction (IPI) in the area of elementary mathematics. Training procedures are clustered around seven concepts in the preservice course and eight concepts in the in-service course. Instructional materials include: (1) the actual IPI materials and (2) a set of books on the history of IPI, the origin of behavioral objectives, and procedures for diagnosis and prescription development. Clinical experiences with pupils are integrated into both courses. Essentially, this consists of a systematic exposure to the duties of all the personnel involved in the IPI system. Particular emphasis is placed on the management of pupils, aides, and materials within the classroom. The one additional requirement for in-service teachers is the creation of a plan for implementing IPI in a school and school system.

*The Pre-Student Teaching Project in Urban Education* relates sophomore and junior college students and several of their college teachers to the boys and girls and their teachers in an inner-city elementary school. Students are involved with *actual* children in *actual* schools five full days each week during the semester preceding student teaching. Two courses, "The Communicative Arts and Social Living Skills" and "Elementary Practicum," are held on-site in the cooperating inner-city school. A Workshop in Elementary Education is conducted one night a week on campus. Evaluation thus far seems to indicate that the prospective teachers will be successful in student teaching, that they will be able to select or reject a career in "urban education" knowingly, and that the educational program for the children in the cooperating schools will be enriched. There is apparently constructive influence also upon in-service teachers.

So that students are able to begin their student teaching with a sense of security and with the fundamental understanding and skills which are essential for successful teaching, the department of modern languages and the department of education have developed a program of practicum experiences for the English teaching majors and the elementary education majors. The program utilizes all relevant services and opportunities in the area. The program endeavors to give teaching majors the immediate opportunity to apply theory and concepts; to strengthen pertinent skills; to enrich learning; to provide motivation; to sustain enthusiasm and interest; and to gain the confidence that results from practice with teaching procedures, instructional materials and aids, and classroom situations.



Ersine College  
Due West, South Carolina

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Joseph Wightman

Ferris State College  
Big Rapids, Michigan

President  
Victor F. Spathelf

Florida Agricultural and  
Mechanical University  
Tallahassee, Florida

President  
Benjamin L. Perry, Jr.

Following a campuswide self study, the education department has instituted a 4-1-4 framework which articulates the liberal and professional arts. During the month of January, special courses in both elementary and secondary education are scheduled. These courses are not offered at any other time. During the "interim" month, the education student registers for one course only. The course ordinarily carries four semester hours of credit, features meetings on a seminar basis, and is evaluated by both instructor and student. During each college year, it makes it possible for the student to have a period of independent, concentrated learning in a course of his choice. The offering is varied, interdisciplinary in approach, and exposes the student to experiences not otherwise available.

Responding to a critical need for highly prepared teachers in specialized trades and technologies, a *Trade-Technical Education Program* was initiated in 1961. To date, the program has graduated 185 vocationally certified teachers. Outstanding graduates of selected two-year technical programs can earn the baccalaureate degree in seven quarters of additional study. Originally, only Ferris graduates were admitted into the Trade-Technical Education Program, but the program is now open to qualified graduates of community colleges and skilled tradesmen of tested competency. A graduate of the program will have tested skill competence, professional education courses, liberal arts studies, a degree, and teaching certification.

To provide an intergroup professional education laboratory experience, four conferences were cooperatively planned by two institutions. The conferences were geared to prospective teachers from a predominantly black state institution and from a predominantly white state institution. A wide range of laboratory training approaches in group dynamics, human relations, organizational development, and verbal and nonverbal experiences that seek to release human potential and to increase awareness were used. Major objectives were: (1) to provide for interaction of black and white prospective teachers, (2) to promote increased communication as a basis for awareness of problems related to teaching in desegregated schools, (3) to promote better relations between the groups, (4) to aid in reducing the fear of teaching in desegregated schools, and (5) to understand problems related to racial myths.

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Boca Raton, Florida

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Kenneth R. Williams

Florida Technological  
University  
Orlando, Florida

President  
Charles N. Millican

Fort Hays Kansas  
State College  
Hays, Kansas

President  
John W. Gustad

The *Centers of Discovery Program* is a sequence of four upper-division professional education courses designed to produce teachers who can deal effectively with educational problems and issues in a rapidly changing society. Concomitant outcomes are "discovery of self" in the role of teacher, a feeling of adequacy in assuming this role, and ability to provide good learning situations for children. Provisions are made to involve students in the learning process through exploration, experimentation, and research. The program is interdisciplinary in nature. Faculty are assigned to teaching teams. Independent study, self-pacing on the part of the student, seminars, student-faculty planning, field experiences in the public schools, and student research are integral parts of the design.

This *Career Teacher Program* is based on four assumptions: (1) to be an effective teacher and learner, one must function in a setting which closely approximates teaching reality; (2) from the beginning of their teaching preparation, students should be involved in a total and coordinated program; (3) program evaluation should be continuous and self-evaluation on the part of faculty and students should be encouraged; and (4) a major effort should be made to utilize current and pertinent education research. Behavioral objectives have been developed on these assumptions and the program is being implemented in three phases: *Teaching Analysis*—insight into the nature of the teaching task; *Development*—knowledge, skills, and attitudes necessary for successful teaching (taught in a laboratory setting); and *Application*—students assume the roles of associate teachers in the schools.

A training program for teachers of the mentally retarded has been established to meet the need for these specially prepared teachers. A major emphasis of this program is a rich background of laboratory experiences, beginning at entry into the program and culminating in a carefully selected student teaching experience in the public schools. Because of a lack of facilities for such a broad band of experiences, a day care center for handicapped children has been developed as well as a work adjustment center for multi-handicapped adults. Students have the opportunity for actual living experiences with the families of retarded children. Visitation to institutions and public schools and teacher aide experiences in schools have also been developed. Ninety percent of the program graduates have remained in special education.

Glassboro State College  
Glassboro, New Jersey

President  
M. M. Chamberlain

Hofstra University  
Hempstead, Long Island  
New York

President  
Clifford Lord

Kentucky State College  
Frankfort, Kentucky

President  
Carl M. Hill

This *VISTA Student Volunteer Program* permits a college student to continue his academic growth while experiencing important inputs from the community. The program operates in two distinct phases. During the summer, the student volunteer is immersed full-time as a community resident in a community service. After a two-week training session to orient him to his new role, he participates in an ongoing seminar learning workshop. Credit is granted for the summer experience. The winter phase requires the student to live in the community in which he works, while enrolled at the college and continuing his required undergraduate program. He is on campus three days a week and in the community for the remainder of the time. The responsibility for continual supervision and explication of the interrelationships between academic and field experience remains with the VISTA college staff.

This master of science program for prospective elementary teachers is a two-year program, open to housewives, mature men and women, and recent college graduates who have selected teaching as a second career. During the first year of supervised teaching and study, field experiences are in communities of contrasting racial, social, economic, and ethnic character, where a variety of organizational patterns and curriculum innovations are available. Students spend three days in the schools, one day in an on-campus seminar, and one day in independent study each week. Bi-weekly workshops for cooperating teachers are held at the university and in the schools. The second-year trainees are appointed as full-time teachers; supervision by school and university personnel is continued. Successful completion of the program results in permanent certification and a master of science degree in elementary education.

To upgrade the teacher education program, a *September Field Experience* was incorporated into the pre-student teaching laboratory experiences of all secondary education majors. The experience, about ten days in length, takes place in a high school of the student's choosing. The basic objectives are: (1) to provide the student with meaningful practical experiences, (2) to enhance the student's understanding of the many roles and responsibilities of teachers, (3) to gain more insights into the needs and problems of pupils, (4) to understand the organizational structure and function of the public schools, (5) to gain some knowledge of current methods and materials of instruction, (6) to provide the student with the opportunity to realistically assess his own ability, and (7) to use the laboratory situation to provide some early foundational learning on which to build for the student teaching experience.

Kutztown State College  
Kutztown, Pennsylvania

President  
Lawrence M. Stratton

La Verne College  
La Verne, California

President  
L. B. Newcomer

Lesley College  
Cambridge,  
Massachusetts

President  
Don A. Orton

This program for the preparation of teachers of the visually limited is designed to make the undergraduate students aware of this field, to give them a general understanding of the needs of these children, and to provide certification for teaching the visually limited child as well as the normal. The professional training includes course work, a professional semester with its observation program, and a semester of student teaching. Students who successfully complete the program are qualified to coordinate and conduct itinerant programs, resource rooms, and cooperative programs. Although most of the students are enrolled in a full-time undergraduate program, a few in-service teachers are taking the courses to get their certificates extended and a graduate level program is being developed.

The purpose of the *Team Teaching Institute* was to provide teachers with some knowledge and understanding of such new methods of teaching as team teaching, the complexities of flexible scheduling, non-graded school structure, inquiry learning, and microteaching. This carefully constructed program was conducted on four Saturdays. The format included distinguished speakers, relevant films which dealt with educational innovations, an "idea exchange" symposium, class seminars, and team presentations. Presentations included simulation, or role-playing situations, and demonstrations. The Institute was characterized by experimentation, flexibility, and innovation. Participants gained new understanding.

To convert the liberal arts graduate into a responsible professional who can create an adequate learning climate for elementary school children, an integrated program of instruction and practice teaching is offered in the *Summer School for Children*. The practicum offers teaching experience with average and above average children who are enrolled in an enrichment and tutorial program. A team of four master teachers supervises the program. Following a week of intensive instruction in methods, materials, and curriculum development, students teach each morning for the next six weeks. Observations in a concurrent learning disabilities practicum are available and afternoon seminars are given over to evaluation of curriculum study. The program satisfies state elementary student teaching certification requirements.



Long Island University  
Greenvale, New York

President  
Robert L. Payton

Loretto Heights College  
Denver, Colorado

President  
Sister Patricia Jean  
Manion

Mankato State College  
Mankato, Minnesota

President  
James F. Nickerson

Participants in this teacher intern program may be either partially or fully prepared undergraduates for teaching or liberal arts graduates who are interested in teaching. Interns are jointly appointed to full-time teaching assignments and supportively supervised by the public schools and the university. Interns serve as first-year teachers with the help of a teacher trainer provided by the schools. Three afternoons a week they meet after school: (1) for a methods class with the supervisor, (2) for a group conference, and (3) for a class in teaching theory. All class work is related to the work done by the intern in the classroom and supplements the daily assistance given by the resident professors and teacher trainers. Operating within the existing budget, the program requires no supplementary funds.

This professional semester plan provides for integrating the student teaching experience with course work in the areas of educational psychology and curriculum. Material becomes more relevant when content and approach are shaped by student interest and are pertinent to realistic and existing needs. The distinctiveness of this plan rests in the results it produces, as well as in its ability to produce educators who are acutely attuned to the personal elements inherent in all learning situations and highly competent in their particular disciplinary fields. The program emphasis is a critical factor, focusing on people—potential teachers, students in the public schools, and others in the community with a general interest in the educational process.

*A Pre-Professional Learning Experience (APPLE)* has been established to deal with excessive duplication, irrelevance, and unnecessary time gaps between presentations of theory and its application in secondary education. This program is an interdisciplinary approach to meeting the education requirements prior to student teaching. It includes the departments of secondary education, foundations of education, educational psychology, and audiovisual education. The new block program affords students an opportunity to meet all requirements in a single quarter. In addition to intensive classroom presentations, the program includes microteaching, quest sessions, videotaping, independent study, and actual classroom presentations, for a maximum of fifteen hours per week, in various public school systems.



Marywood College  
Scranton, Pennsylvania

President  
Sister M. St. Mary Orr,  
I.H.M.

Merrimack College  
North Andover,  
Massachusetts

President  
Rev. John R. Aherne,  
O.S.A.

Metropolitan State College  
Denver, Colorado

President  
Kenneth Phillips

The integration of all library and communications media services and facilities is the key to the use and operation of this new *Learning Resources Center*. Five distinct areas operate cooperatively within the Center. The Library is primary to the educational endeavor. The Communication Wing is a resource for information on new patterns in education, providing multimedia services to utilize innovative methods of instruction and self-directed learning. An aural retrieval system allows immediate access to information. An experimental classroom with rear projection and professor's console allows for control of all types of instructional equipment. Mobile TV units, an electronic learning laboratory, and an instructional media laboratory are included and the entire complex encourages and facilitates new methods of instruction, study, learning and communications.

To meet the need for methods specialists, a *Special Methods of Teaching Program* was instituted. The most able teachers were selected from secondary-level cooperating school systems to be visiting lecturers, offering student preparation in special methods of teaching. This experience is highly coordinated with general methods through a team approach with the college professor. Each visiting lecturer gives a relatively comprehensive presentation of basic theories, techniques, and materials in his major subject area, pertinent to present day classroom usage. The lecturer provides an opportunity for practical applications and coordinates observations. He also conducts demonstration lessons prior to internship.

This elementary education program provides experiences which will enable students to observe what happens in the school and in the community and relate their observations to the theory presented. Even though the number of hours in the education sequence has been reduced, the fact that the students are involved in volunteer service, tutorial experiences, and teacher aide and social worker aide programs makes it much easier to communicate with them and assist them in integrating theory and practice. Among the unique features of this program are: emphasis on learning-by-doing, development of the understanding of and empathy for the problems of the disadvantaged, and better preparation of persons for teaching, as well as provision of an equal educational opportunity for all children.

Miami University  
Oxford, Ohio

President  
Phillip R. Shriver

Milligan College  
Milligan, Tennessee

President  
Jess W. Johnson

Montclair State College  
Upper Montclair,  
New Jersey

President  
Thomas H. Richardson

In a cooperative effort, the university and a public school system selected thirty-two able, highly motivated, and interested inner-city high school juniors of low income families. These students are now enrolled in a five- to six-year program of part-time college classes, combined with classroom service as teacher aides to experienced teachers. The program intends to provide a means for upward social mobility for inner-city students in increasingly sophisticated teacher aide jobs and collegiate course work. Terminating in a baccalaureate degree and professional teaching positions, it will prepare them on-site in the inner city to become teachers capable of reducing the gap in quality between inner-city public school instruction and instruction elsewhere. The first group has now been graduated from high school, and achieved twenty-four quarter hours of collegiate credit. They are all full-time teacher aides.

This teacher education program extends over three years. During the sophomore year, education students are exposed to a laboratory situation two hours per week in the public schools, observing and serving as teacher aides. Each student spends half a semester at both levels, elementary and secondary. During the junior year, laboratory experiences continue, with students spending four hours per week in clinical work, reading with an individual child in the public schools. During the senior year, students take a professional semester which includes student teaching. During the first half of the semester, classes are conducted in seminar fashion, with an attempt being made to synthesize material from educational philosophy and psychology and relate it to the functional practice of the students.

This professional semester program is conducted jointly by the college and the cooperating public school systems. Students start with the new teacher orientation in the schools and begin teaching almost immediately. They participate in the total life of the school and are able to enjoy a wide variety of experiences, including team teaching, use of the resource center, contact with parents, and curriculum planning. A college coordinator works closely with administrators, cooperating teachers, subject matter supervisors, and interns. Both individual and group meetings are held frequently. Two courses, "Instructional Innovations" and "Development of Educational Thought," are required and are taught by the coordinator at the public school location. As a result of the positive evaluation, the education department plans to open professional semester centers in other urban and suburban communities in the fall of 1970.

Moorhead State College  
Moorhead, Minnesota

President  
Roland Dille

Morehead State University  
Morehead, Kentucky

President  
Adron Doran

Mount Saint Mary College  
Newburgh, New York

President  
Sister Mary Francis, O.P.

Stimulated by the local Association for Student Teaching, Moorhead State College established *TEEM* (*Teacher Education Experimental Model*). This program has as its objectives: increasing the relevance of student teaching, meeting the needs of both students and supervising classroom teachers, and supplementing and enriching the student teacher's professional experience. These ends are achieved by having classroom teachers function principally as supervisors and evaluators, while college staff members serve in consultative roles and a variety of adjunct resource personnel conduct weekly seminars. *TEEM* is directed by a coordinating committee of seven educators—four from the public schools and three from the college. Now in its second year, participation by both students and teachers continues to increase.

A professional semester has been designed to integrate basic theories outlined in methodology and educational psychology courses with the practical experience of student teaching. This integration is accomplished through a rotating 4-4-4-4 plan whereby the student teacher spends four on-campus weeks devoted to course work and four weeks off campus doing actual student teaching. Potential weaknesses and deficiencies are diagnosed while the student is on campus, through classwork, microteaching observations, individual conferences, and seminars. The student teaching experience is then oriented toward alleviating individual weaknesses. Specialists in both academic areas and professional education work directly with students during the entire semester.

This effort is cooperatively designed with the public schools as a three-stage program in inner-city field experiences for candidates in the teaching profession. An attempt is made to interweave actual teaching with theoretical instruction. Stage One provides teacher preparation experiences for those seeking admission to the education program. This stage consists of tutoring and small group instruction in local schools, as well as closely guided participation and observation. Both student and faculty assess performance potential and goal commitment to teaching. Stage Two presents an interdisciplinary approach to the study of teaching, paralleled with opportunities to test achievement in performance objectives. Stage Three offers instruction for cooperating teachers in supervising student teachers. The primary program focus is the act of teaching and the student's recognition of inner-city teaching environmental characteristics.



Newark State College  
Union, New Jersey

Acting President  
Nathan Weiss

Northeastern State  
College  
Tahlequah, Oklahoma

President  
Harrell E. Garrison

Northern Arizona  
University  
Flagstaff, Arizona

President  
J. Lawrence Walkup

Senior student teachers serve as members of the staff of a cooperating school district. The training program, supported by an ESEA Title III grant, consists of a six-week summer program followed by a full semester of internship. The first segment of the summer program is a two-week training program in human relations. Interns and teachers form temporary summer teaching teams and compare their personal learning goals and work styles. During the next four-week summer segment, the teaching teams conduct the programs they have collaboratively designed. In the fall or spring, interns, cooperating teachers, and the college supervisors agree upon specific learning objectives and ways to achieve and evaluate these objectives.

A new program for Indian elementary school children who have a limited knowledge of the English language has been cooperatively developed by the college and school district. The plan provides that the college undertake the retraining of a number of public school teachers who are now teaching in schools with significant enrollments of Cherokee children. In addition to the classroom teachers, the college also agreed to train bilingual teacher aides to help pupils who do not have a working understanding of English. The specific purpose of the program is to create learning experiences for Cherokee children which permit them to learn in either or both languages. With the help of the Cherokee-speaking teacher aide, the teacher will be able to create an atmosphere in the elementary school which will permit the Cherokee child to feel that he is an important part of every learning group.

An educational workshop for the Bureau of Indian Affairs school personnel and for teachers of public schools with large Indian enrollments was conducted during the summer of 1969. It was made possible by funds under a special grant from the Bureau of Indian Affairs, Workshop '69. Also involved were Central Washington State College, Utah State University, and the University of South Dakota. Three major kinds of group activities were conducted: M-Groups were designed to accomplish personal and interpersonal growth. In I-Groups, each participant was asked to indicate his area of academic interest and courses were matched to the individual. T-Groups were formed to provide problem solving experiences for teams of participants who would be working at the same school after the workshop. Initial evaluation was positive and follow-up evaluation has been suggested.

Otterbein College  
Westerville, Ohio

President  
Lynn W. Turner

Pacific University  
Forest Grove, Oregon

President  
M. A. F. Ritchie

Peru State College  
Peru, Nebraska

President  
Neal S. Gomon

The college is offering a program in comparative education for prospective teachers. Selected students will participate in the *Sierra Leone Experience* during the winter term of the junior or senior year for a period of ten weeks. During the term preceding the field trip, participants will study the culture, government, and educational system of Sierra Leone. While there, students will work with the Sierra Leone teachers on a participation or teacher aide basis; attend some classes for teachers in a college or university; and prepare a research project on a topic related to the education, social values, or culture of Sierra Leone. On return to the campus, the students will be asked to summarize their experiences and relate them to teaching situations they are likely to meet. Through direct experience, this program will expand the teacher candidate's concept of education, social values, and intercultural relationships.

Multimedia methods and independent study techniques have been developed for a required course, *Introduction to World Geography*. Elective testing time allows for individual rates of student progress. Comprehensive lists of textbook-based questions serve as independent study guides. Materials available in the school's Learning Resources Center provide the students with information on the names and locations of major physical features of the world. Lecture-discussion classes make effective use of a wide variety of media to present the geographic phenomenon as it appears in the natural geographic situation. During class discussions, instructional methods are related to educational theories and principles.

Following a faculty study, the professional semester was restructured to include: (1) a clinical teaching laboratory, (2) internship, (3) teacher aides, and (4) flexible scheduling. The clinical teaching laboratory gives students an opportunity to develop their teaching skills through the use of three self-appraisal models, microteaching, and instruction from a faculty resource specialist in educational methodology. The internship, a cooperative effort of the college and the public schools, provides a more comprehensive teaching experience than is possible through the traditional student teaching program. A program for teacher aides has been enthusiastically accepted by all, providing early exposure to the profession of teaching and making the college course work more relevant. A completely new class organization, based upon flexible schedule, team teaching, and independent study, has been introduced.



Philander Smith College  
Little Rock, Arkansas

President  
Walter R. Hazzard

P M C Colleges  
Chester, Pennsylvania

President  
Clarence R. Moll

Providence College  
Providence, Rhode Island

President  
Very Rev. W. P. Haas, O.P.

This study was undertaken to provide student teachers of two races with an experience in human relations and to acquaint them with conditions, attitudes, misconceptions, strengths, and problems of the other race. Pairs of student teachers, one Negro and one Caucasian, were assigned to work together as a team, doing part of their student teaching in a Negro school under a Negro cooperating teacher, and part in a predominantly white school under a Caucasian cooperating teacher. The purpose was to determine whether or not attitudes toward another race were changed by participation in the biracial program. Ten higher education institutions and ten school systems participated in the study. Findings were positive; the experience did change attitudes of subjects toward members of the other race.

*A Civics Institute in Metropolitan Problems*, funded by the U. S. Office of Education under the Education Professions Development Act, was held to enhance the teaching methods of senior high school social science teachers. Thirty teachers from thirteen states took part. A variety of audiovisual materials and simulated games (such as GHETTO and CLUG) were used extensively and successfully to explore many avenues of urban problems. Field trips included tours of housing and redevelopment projects in metropolitan areas. Another feature of the program was a series of lectures by prominent community figures including visiting law enforcement officers. The intra-interstate cultures helped make the institute a most valuable contribution to the teaching experiences of the participants.

This is an expanding program of teacher preparation which is geared to fulfilling the state requirements for teacher certification. Housed in a growing physical facility, the program is characterized by an increasing number of major areas of concentration and a full time student teaching experience. Interdepartmental cooperation is reflected in the supervision of student teachers and in the methods instruction in all major areas. Every method of teaching instructor has had a background of teaching in the public schools. Knowledge of and involvement in current educational research are reflected in the program. The program has been expanded to include not only undergraduate studies, but also a recently instituted master of arts in teaching degree.

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Providence, Rhode Island

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St. Andrews  
Presbyterian College  
Laurinburg, North Carolina

President  
Donald J. Hart

Saint Joseph's College  
Philadelphia,  
Pennsylvania

President  
Very Rev T. Toland, S.J.

This intern program was designed to train liberal arts graduates to become certified elementary teachers. The heart of the program was an eight-week summer workshop which brought together interns, experienced teachers, children, and college personnel in an intensive learning and teaching experience. Head-start centers were used as instructional sites. The experienced teachers were assigned to the interns on a one-to-one basis. The intern spent three hours a day with children. Each group of interns was assigned to a specific learning situation for a maximum of two weeks, then shifted to a new location and setting. All were under daily supervision by college personnel. Over ninety percent of the interns are now teaching and, to some degree, traditional course patterns have been modified.

*A Cooperative Services for Teacher Education Project* is funded under Title III of ESEA and includes the following functions: (1) brief teaching and observation for junior-level students as an integral part of the methods courses, (2) planning with the college and county staff and instructional specialists during the academic year (teacher interns, upon approval and assignment to a summer project, are involved in the planning; the college also selects a Resident Coordinator for each project and consultants in each subject area), (3) a summer internship of eight weeks (the intern-specialist teams at all levels engage in pre-session planning just prior to a six-week teaching session; an evaluation period concludes the program), and (4) a senior year projects emphasis to enhance previous experiences (both on-campus and off-campus public school projects offer the student new experiences and insights).

To work with the college in its student teaching program, a *Student Teaching Liaison Board* has been established. The Board is composed of seven administrators from school districts which provide field experiences for the college students. The members assist prospective and beginning teachers by: (1) developing a closer relationship between the cooperating schools and the college, (2) providing feedback concerning the student's performance, and (3) establishing a communications network to inform the college about pertinent developments in the secondary education field. In addition, Board members interview students seeking admission to teacher education; suggest types of experiences for individual students; provide opportunities for observation, tutoring, small group instruction, and student teaching; participate in student teaching practicum and methods courses; and assist in graduate placement.

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Salem, Massachusetts

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Frederick A. Meier

Slippery Rock State  
College  
Slippery Rock,  
Pennsylvania

President  
Albert A. Watrel

State University College  
at Buffalo  
Buffalo, New York

President  
E. K. Fretwell, Jr.

*Tutorial Tandem* is an offshoot of two regularly scheduled courses in the education program. Public and private schools were invited to become laboratories for the tutors to develop creative ways of working in a one-to-one relationship. In all, eighteen communities became involved. By design, the program concentrated on children at both ends of the educational spectrum—the academically talented and the academically disadvantaged. The strength of the program is reflected in the deepening sense of personal worth experienced by the tutees as they observed the commitment made to them by tutors. The tutees evidenced a surfacing of latent ability, a development of creative talent, an improvement of basic skills, and the realization of the importance of education. The tutors developed a realization of the value of personal commitment and volunteer service as a force for effecting educational change.

The college offers special education as an area of concentration for elementary majors. The majors work in the college's Laboratory School for Exceptional Children with a diversity of professionals, including professors, master demonstration teachers, learning diagnosticians, and medical doctors. Under the guidance of these professionals, they are actively involved with exceptional children throughout their baccalaureate program. Much of this involvement is videotaped for collective evaluation by faculty and students. Students are involved in several team-teaching activities which incorporate professors and demonstration teachers. In addition, their experiences are broadened by working in a variety of the Laboratory School's activities. The program culminates in a semester of student teaching which is equally divided between the special education and elementary classrooms.

*FORCEP, (School 4 City Education Project)* is a teacher education program designed to meet the needs of education in an urban society. A multiracial elementary school is the site for this developmental program. FORCEP is people-oriented. Particular emphasis is placed on understanding the child—the effect of his environment, the influence of his family, the development of his self-concept. Study of the community, discussion with parents, and, especially, involvement with children in informal and formal situations provide opportunities for participants to examine attitudes and develop a sensitivity to self and to the urban child. Participants include high school students, dropouts, undergraduates, beginning and experienced teachers, graduate students, and college professors. Without external funding, FORCEP was developed through the cooperative efforts of the local school system and the faculties and administrations of School 4 and the university.



State University College  
at Oswego  
Oswego, New York

President  
James E. Perdue

Syracuse University  
Syracuse, New York

Chancellor  
John Corbally, Jr.

Temple University  
Philadelphia,  
Pennsylvania

President  
Paul R. Anderson

A multimedia and multi-environmental, three-pronged, all-college English composition program has been designed to increase the effectiveness and efficiency of the teaching of English, both in colleges and in secondary schools. This new approach provides instructional, clinical, and practical experience for prospective English teachers and liberal arts English majors, while also helping to develop the writing skills of college students. As specifically developed, the multimedia course content is used for three English courses. These courses employ a combination of: (1) large group instruction (multimedia), (2) student work (written and mediated), (3) instructor evaluation (written and mediated), and (4) diagnosis and prescription (mediated). Questions not covered in the last area are dealt with during instructor/student conferences. Throughout the experience, the student has the opportunity to actually use multimedia materials in a teaching-learning situation.

*The Mid-Career Teacher Education Study (MTES)* is a program which recruits college-educated people (all are housewives) who seem to have the sensitivity and strength to help children take part in their own education. The program requires a half-time commitment from each student. The first two of five semesters focus on helping each participant to define the problems of teaching. Much time is spent in observing and working with children in one of four cooperating schools—two inner-city schools and two suburban schools. Much of the instruction takes the form of small seminars and one-to-one work relationships between the director and each student. Following this experience, students take paid positions teaching children. Thus the program follows its students out into the field for at least the first year of their teaching. Students fulfilling requirements receive the M.A. degree and permanent state certification at the end of the fifth semester.

*The Elementary Program for Inner-City Teaching (EPICT)* is an approach to undergraduate elementary teacher preparation. Its overall objective is to create a relevant and realistic setting for the teaching of methods courses, as well as earlier and more direct student contact with children in the inner-city. In this senior-level program, two days a week are given to professional preparation. Twelve elementary centers provide instructional room for the university professor and his group of undergraduate students. The instructional block is divided into lecture sessions, classroom periods, and seminars. By the time students begin student teaching, they have already been exposed to a half-dozen or more inner-city elementary schools and have worked intimately with at least as many groups of children, teaching in a variety of academic areas. This early exposure increases the probability of success in student teaching.



Texas A & I University  
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James C. Jernigan

Texas A & M University  
College Station, Texas

President  
J. Earl Rudder

Transylvania University  
Lexington, Kentucky

President  
Irvin E. Lunger

This professional semester offers course experiences in observation, methods, and educational media during the first six weeks of the semester. Full-time, all-day student teaching is offered during the remainder of the semester. The education methods and observation course is designed to acquaint student teachers with methods of instruction. Students prepare and present microlessons and observe in their assigned student teaching stations. The media experience includes techniques of selecting and preparing audiovisual materials. Utilization of educational media and technology is stressed. Student teachers teach three periods with two cooperating teachers in both of their teaching fields, or with two teachers in the same subject area if they have a composite teaching field. The experience includes observation, lesson preparation, and conferences with cooperating teachers and university supervisors.

*Programa De Educacion Inter Americana* is a program designed to broaden and enrich Texas teachers and students' knowledge and understanding of the field of intercultural education, with particular reference to the other republics of the Americas. Carefully selected teachers throughout the state are sent to other American countries. After intensive pretrip orientation, four six-member teams travel to selected republics for a four-week visitation during the summer. Planned itineraries take them to various educational and cultural centers. Upon return, time is devoted to assessment and selection of the most useful findings. The final step is the development, production, and dissemination of usable instructional materials for elementary and secondary teachers. In addition, the experience has been used to design and implement in-service teacher education programs in intercultural education.

To achieve the aims of the teacher preparation program, the notion of awareness has been introduced—self awareness, awareness of others, awareness of things, awareness of interactions. Students observe classroom situations from the beginning of their study, two years prior to student teaching. Thousands of slides are used to help students to become familiar in advance with some of the things they will ultimately face as teachers. Each student is repeatedly videotaped to enable him to observe himself. Stress is placed on heightening the students' sensory awareness, provoking them to speculate and experience and integrate feelings and ideas. Evaluation indicates that the program has been successful in achieving its objectives.

Troy State University  
Troy, Alabama

President  
Ralph W. Adams

University of Alabama  
University, Alabama

President  
E. David Mathews

University of Florida  
Gainesville, Florida

President  
Stephen C. O'Connell

To improve the teacher education program, an experiment was conducted with the simulation program, *Teaching Problems Laboratory*. The purposes were: (1) to determine the effectiveness of the materials, (2) to determine the placement of the simulated materials in the total professional program, and (3) to determine the length of time needed for the simulated experiences. A thorough evaluation was made by the students. Results indicated that such a program aided students in identifying forces and factors affecting the problem environment, in selecting desirable goals, in locating information leading toward successful goal accomplishment, in determining available courses of action in achieving goals, and in selecting and implementing the most desirable alternatives. Students recommended that all elementary majors have an opportunity to participate in the simulated experiences at the beginning of the student teaching experience.

This international program is designed for three teacher populations. Through the *Overseas School Program*, professional growth is provided for (1) teachers in training, (2) teachers in service, and (3) educational leadership personnel. Teachers in training include student teachers, doctoral interns, and overseas personnel with no preparation in professional education. Student teachers benefit from multicultural teaching and living. Living with a national family gives them a chance to observe a different life style and develop an understanding of and sensitivity to the range of differences they will encounter in the classroom. They experience increased supervisory support. Daily assistance is available through working with a resident doctoral intern. Cooperation between the doctoral intern and the student teacher makes research opportunities possible. Evaluation program objectives have been met and greater international understanding on the part of the participating teachers has resulted.

The five objectives of the *Experimental Program in Elementary Education* are to: (1) understand the "self as instrument" concept, (2) attain maximum flexibility, (3) interrelate didactic instruction and practical experience, (4) understand the relationship of learning to need, and (5) achieve these objectives at a reasonable cost of operation. The design to achieve these objectives has three phases. The Seminar, the heart of the program, is a continuous experience, providing guidance, planning, discussion, self-directed study, and evaluation opportunities. Phase II, the Substantive Panel, replaces traditional courses. Each student works out his own plans to develop competency within a given area with the appropriate staff and determines how long he will take to do so. Phase III, the Field Experience, is an expanded experience in a variety of instruction roles, from tutor to teacher assistant to associate teacher. Evaluation is continuous.

The University of Georgia  
Athens, Georgia

President  
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University of Hartford  
West Hartford,  
Connecticut

Chancellor  
A. M. Woodruff

University of Houston  
Houston, Texas

President  
Philip G. Hoffman

Among some of the unique experiences which the University offers teachers are the school practicum, the work-study program for elementary teachers, the Athens Unit of the Georgia Retardation Center, the Adult Education Program for Prison Inmates, the Teacher Corps Program, the Professional Laboratory Experience Centers, the Tutorial Enrichment Program, the Supervising Teacher Program, and Laboratory Experiences in the Teaching of Reading. These opportunities for professional laboratory experiences are based on the belief that learning derived from such experiences ought not to be incidental, but must be carefully planned in terms of specific objectives for each teacher preparation program—undergraduate and graduate.

*The Professional Year Program* is directed toward strengthening the teacher education process, especially for urban teachers, by providing an integrated academic and experimental program. Joint supervision is intensive. All third-year elementary education majors are placed in one of four inner-city Hartford public schools. A full-time university faculty person is placed in each of the schools. These students participate during the full academic year in the urban schools on a full-time basis and have regular seminar sessions with the on-site clinical professor. Seminars are directed toward integration of the students' experiences, practical application of theoretical material, and joint planning of future sequences. Data indicate that the program's objectives have been fully achieved.

The purposes of this *Student Aide Program* are: (1) to close the gap between theory and practice, (2) to close some of the gaps between prospective teachers and inner-city children, (3) to close the gap between the field and the university, (4) to make education relevant, and (5) to prepare effective teachers in the areas of mathematics and reading. Seminar sessions are conducted by the college professor and held in the public schools. Following these sessions, teams of three or four students go into a classroom and teach individuals or small groups. The regular teacher and university supervisor assist students in lesson planning and help them to analyze their own teaching behavior. Through this approach prior to student teaching, the student has an opportunity to test theory against practice and to try out new styles and techniques of teaching, while helping children from the inner city.



University of Minnesota  
Minneapolis, Minnesota

President  
Malcolm Moos

University of Nevada  
Reno, Nevada

President  
N. Edd Miller

University of  
South Carolina  
Columbia, South Carolina

President  
Thomas F. Jones

This program, the *Urban Areas Elementary Student Teaching Program*, is designed to prepare teachers for inner-city schools. Beginning with a careful screening of student candidates and cooperating teachers, the program offers background knowledge of the disadvantaged family, child, and community. It gives students some understanding of poverty; of the cultures of blacks, Indians and Mexican-Americans; and of communication and how it is affected by cultural differences. Classroom techniques relevant to the inner-city classroom are offered, including creative drama, role-playing, and the use of multiethnic materials. Special attention is given to the techniques of teaching the basic skills and classroom management. Inner-city teachers, appointed by the university and schools, coordinate the program and supervise students. A joint school-university advisory committee plans, evaluates, and recommends improvements in the program.

To complement the educational experiences offered in eight curriculum classroom-laboratories, the university has created an *Educational Media Center*. The Center provides: (1) direct learning experiences using a wide array of hardware and software, (2) access to new educational developments designed to improve learning through instructional technology, (3) experiences in developing instructional models utilizing a variety of learning resources, and (4) the opportunity to create, produce, and experiment with curriculum materials with individuals and small groups of learners. From freshman to graduate level, students are exposed to a variety of learning experiences and a broad array of resources and media. The Center is an important reservoir of resources for student teachers. Faculty members are continually developing learning resources for the students to use.

This early childhood program is based on the premise that one must have a desire to teach young children; be dedicated to one's vocational choice; have an intellectual understanding of children; be able to translate knowledge into humane treatment of children; be able to analyze children's learning levels; be able to provide sound educational experiences; and have a broad educational background and training in the liberal arts, teaching methodology, and classroom management. Laboratory experiences begin in the freshman year, during which students work with children at different socio-economic and age levels. In the senior year, an internship is supplemented by a seminar in specialized academic areas and with a course, "Education of the Young Child." This combination permits working with young children, analyzing educational needs, and planning and providing educational experiences for young children.



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Toledo, Ohio

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The University of Utah  
Salt Lake City, Utah

President  
James C. Fletcher

University of Washington  
Seattle, Washington

President  
Charles E. Odegard

The primary goal of the two-year undergraduate teacher training program is to train quality elementary teachers, sensitive to the unique educational problems of impoverished urban children. The program begins with a pre-service summer session, involving teams of interns (all juniors) and leaders (master teachers) in activities designed to increase awareness of the needs and problems of inner-city children. In the fall, interns teach within a team for one-half day, five days a week. The remainder of the time is spent working in the community and fulfilling requirements on campus. Supervision and evaluation of interns is conducted jointly by team leaders, teachers, and university personnel. During the second summer, interns fulfill college requirements while continuing to be involved with the community; they assume greater teaching responsibilities during the second year, receiving their bachelor of education degree in elementary education.

In this program, the pattern and sequence of teacher education has been changed by: (1) preparing the clinical classrooms in advance by orienting the teachers to a behavioral model of instruction capable of affecting the out-of-school behavior of students, (2) training the interns in the behavioral model of teaching, and (3) putting the teaching interns into a direct clinical experience in the schools at the very beginning of their professional preparation as teachers. The entire professional program plays a supporting role to the clinical experience for two full quarters of full-day practicum experience in a public school setting. Learner motivation is sharpened by engaging in real-life situations and learning thus becomes a byproduct of the student's serious efforts to solve problems important to him.

This *Experimental Model for Teacher Education of the Tri-University* project is designed to serve as a teacher education laboratory for experienced teacher participants, post-doctoral participants, and predoctoral students. This laboratory applies the experience and training of participants to the training of prospective teachers (interns) and prospective clinical associates (cooperating teachers). The interns devote the academic year to their professional preparation. The role of the clinical associate is to foster a productive relationship between the public school and the university. The conventional function of supervisor is expanded to include active support of the interns' instructional program. Major features of that program are: (1) the use of performance criteria, (2) a field-based program, (3) a tighter relationship between theory and classroom practice, and (4) more intensive classroom experience.

The University of Wyoming  
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Pennsylvania

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West Virginia Wesleyan  
College  
Buckhannon, West Virginia

President  
Stanley H. Martin

Recognizing that the content, order, and timing of basic methods courses in the elementary education program needed to be more closely related to classroom practice, a *Professional Semester I* has been introduced. A team of two college instructors and three public school teachers work with students in four-hour blocks, four days a week, during which students study basic teaching methods relating to the four education processes—communication, learning, problem solving, and evaluation—for two of the four hours. The remainder of the time, students observe and participate in learning activities. At the close of the semester, students organize all materials and prepare a professional file for grade levels observed. They use these materials when they begin full-time off-campus student teaching in *Professional Semester II*.

Because students, faculty, and area public school personnel share the concern for making pre-student teaching classroom experiences of paramount worth, a course has been developed known as *Field Experience in Elementary Education*. For a semester junior students spend two hours per week in an elementary classroom observing and participating in various activities under the guidance of the classroom teacher. The experience is general in nature rather than directly controlled through a specific college course objective. Because students receive the practical experience of working with live subjects in this course, the transition to actual student teaching and the competencies needed for full-time professional teaching will be significantly enhanced. There is a joint evaluation by participating students, teachers, and administrators.

This *Professional Block Semester Program* is made up of seven weeks of intensive on-campus study, eight weeks of full-time student teaching, and a final student-led seminar. Flexibility of scheduling, adaptation of the program to individual needs of students, team teaching by professional staff, and student representation in program planning are highlights of the campus program. Student teaching is conducted in a community where the student establishes residence and involves himself in the total community-school life. Complete involvement in the community is required. The purpose of the student-led seminar in the final week is to fuse together the theory of teaching, as studied in the seven-week workshop, and the practice of teaching, as experienced in student teaching.

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Kalamazoo, Michigan  
President  
James W. Miller

Wheellock College  
Boston, Massachusetts  
President  
Margaret H. Merry

Wichita State University  
Wichita, Kansas  
President  
Clark D. Ahlberg

In response to current criticism of curriculum and instruction, a group minor in the integrated creative arts has been instituted for elementary school teachers. Course experiences are provided that give students insight into man's creative nature and stimulate personal self-discovery. In addition, courses deal with the theory and practice of developing the creative capacity in children through music, art, dance, and drama. Among the unique and innovative features of the minor are: (1) its interdepartmental nature, (2) team teaching by faculty from several disciplines, (3) continuous laboratory experiences over a period of several semesters, (4) flexible grouping to reach diverse goals, (5) functional use of student planning, and (6) interinstitutional cooperation.

The *Urban Teaching Program* is a special experience for students who wish to prepare themselves for early childhood education in urban areas. The students and staff are involved in a discovery process. The process is focused on the student's ability to deal with teaching problems in such a way that he grows toward autonomous discovery of key ideas related to teaching in urban settings. The program is coordinated by an Inquiry and Police Commission composed of a general college coordinator, a cooperating teacher, a student, a human relations instructor, a curriculum specialist, and a representative of a minority ethnic group from the urban communities in which the students are studying.

To expand and improve the practicum experience, a partnership in teacher education was evolved between the Cooperative Teacher Corps (CTC) and the elementary education department. The focal point of this partnership is the cooperation, coordination, and communication established between the university faculty and student teacher supervisors. Students begin laboratory experiences in the classroom during sophomore year. Next, students enroll in methods courses in which they work directly with teachers and children in designing and conducting teaching-learning situations. The culminating experience for students in elementary education is a full semester of student teaching. Supervisors are generally selected from the Corps. Programs are provided by the Corps to upgrade supervisors. Thus, newer concepts are directed immediately to student teachers and classroom situations.



Wilkes College  
Wilkes-Barre,  
Pennsylvania

President  
Eugene S. Farley

Wisconsin State University  
LaCrosse, Wisconsin

President  
Samuel G. Gates

Wisconsin State University  
Oshkosh, Wisconsin

President  
Roger E. Guiles

A program of differentiated staff responsibilities has been cooperatively developed between the college and a local school district. In a selected elementary school there are two teams functioning—one primary, one intermediate. Each team is composed of seven members—a team leader, an experienced instructor; two assistants, either beginning teachers or student teachers from the college; and four aids, two instructional college students engaged in teacher preparation and two noninstructional paraprofessionals. Each team member has specific responsibilities developed by him and other members of his team. The teams have a high level of autonomy in formulation of school policy, curriculum development, and instruction. The program has been very well received by the community. Students at all levels of teacher preparation are directly involved and the program has become a permanent part of the elementary teacher education sequence.

The principal aim of *Operation CITE (Cooperative Investment in Teacher Education)* was to enrich the current practices employed in the supervision of student teachers in the elementary school. It was hoped to establish a closer and more informal type of supervision which would, at the same time, furnish critical teachers with consultant services in dealing with their unique instructional and curriculum problems. Characteristics of this model are: (1) a classroom teacher with the capability to serve as a clinical professor, (2) a building principal administratively free to devote time to the effort, (3) a university staff member willing to supervise curriculum and instructional planning activities, and (4) a leadership team—a principal, clinical professor, and university staff member—sensitive to the readiness levels of individual teachers and student teachers.

This research study, entitled *Quantitative and Qualitative Effects of Revised Selection and Training Procedures in the Education of Teachers of the Disadvantaged*, provided students with special seminars in learning techniques, schoolmanship, and orientation to problems of the disadvantaged. Counseling was a regular part of the program and a center was established for the local production of instructional materials. Work-study was urged of all participants. Jobs were of a paraprofessional nature. Program students received higher grades; stayed in school; and expressed the belief that they were happier, liked school better, and were more interested in and confident about teaching and teaching the disadvantaged. Large numbers of faculty members from academic and professional disciplines were actively involved in making the curriculum more relevant to the needs of the students and society.



Wisconsin State University  
Whitewater, Wisconsin

President  
William L. Carter

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Award

The "*Beloit*" Program is an eighteen-week student teaching program correlated with selected elementary education methods courses in an off-campus setting. In addition, interested local schoolteachers, serving as cooperating teachers, assist the university faculty members in presenting, organizing, and developing the college methods courses. The primary objectives are: (1) to provide a greater amount of experience in student teaching, (2) to provide a greater correlation between methods courses and actual teaching experiences, (3) to provide a more realistic urban experience, (4) to provide in-service experience for local faculty members, and (5) to provide the university faculty member greater access to current educational practice. Early evaluation indicates success in both student teacher training and in-service education efforts.

#### 1971 SCHEDULE

1. September 30, 1970  
Submission of Intent to Enter

2. November 30, 1970  
Deadline for Entries

3. February 5, 1971  
Presentation of Awards  
The Conrad Hilton, Chicago, Illinois

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A prospectus of the 1970 entry regulations will be distributed to the official representatives of members of the American Association of Colleges for Teacher Education in May 1970.